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ABSTRACT

This document discusses and presents Pennsylvania's family literacy indicators of program quality (IPQs). The booklet begins with an overview of the IPQs development and integration with Pennsylvania's system for educational accountability. Next, 18 key terms are defined. The remainder of the booklet lists the five categories of standards, key concepts underpinning them, and the standards in each category. The categories and key principles are as follows: (1) family outcomes and program accountability (integration of the four components of family literacy to provide educational opportunities for adults and children with quality ultimately judged by family outcomes and satisfaction); (2) instructional system (integration of ongoing assessment, individualized instructional planning, use of appropriate curriculum frameworks, research-based instructional practices, and multiple delivery systems for adults and children); (3) program leadership and continuous improvement (strategies, systems, and methods for achieving excellence and demonstration of accountability to all families and stakeholders in a multicomponent program); (4) professional development (professional development activities contributing to well-trained administrators and paid and volunteer practitioners to ensure quality educational services maximizing family outcomes); and (5) community collaboration and support (helping families to reach their educational and personal goals by providing seamless and integrated services through meaningful and substantive community collaboration and support). Sixteen resources are listed. (MN)

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Pennsylvania's Family Literacy

Indicators of Program Quality

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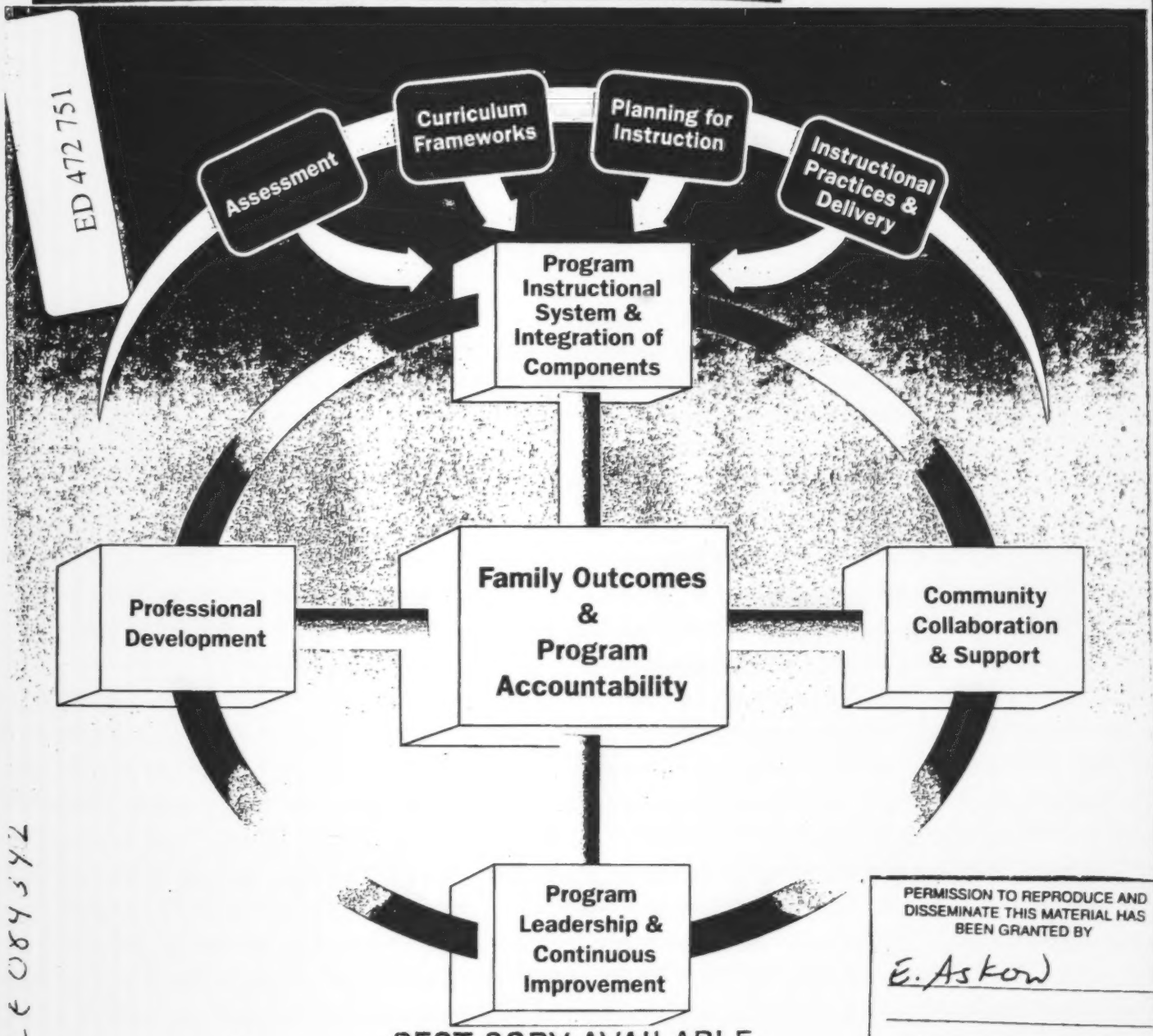

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The Pennsylvania State Family Literacy Consortium endorses this document in support of high quality family literacy programs in the Commonwealth, 2002.

The Pennsylvania State Family Literacy Consortium strongly believes that Pennsylvania's family literacy programs address the literacy needs of all members of the family while promoting parents' involvement in their children's education as their first and most important teacher. These programs improve the educational opportunities of eligible families by integrating early childhood education and adult education in a unified program and build on existing community resources to implement and maintain local educational partnerships for family learning.

Pennsylvania's Family Literacy
Indicators of Program Quality

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Pennsylvania's Family Literacy

Indicators of Program Quality

Table of Contents

5 Introduction
History

6 Integration with Accountability System
Implementation

7 Definition of Terms

Indicators of Program Quality
9 1 - Family Outcomes & Program Accountability
10 2 - Instructional System
10 Assessment
11 Planning for Instruction
12 Curriculum
13 Instructional Practices and Delivery
14 3 - Program Leadership & Continuous Development
14 General Management and Planning
14 Resources
14 Staff
15 4 - Professional Development
16 5 - Community Collaboration and Support

17 Resources

An Introduction to Pennsylvania's Family Literacy Indicators of Program Quality

History

Indicators of Program Quality (IPQs) are program characteristics or practices that provide evidence of the ability of family literacy programs to deliver quality services, to satisfy participants' needs and aspirations, to continuously improve, and to be accountable.

Pennsylvania's family literacy programs address the literacy needs of all members of the family while promoting the parents' involvement in their children's education as the child's first and most important teacher. The programs improve educational opportunities of eligible and "most in need" families by integrating early childhood education, adult education, parenting education, parent and child together (PACT) time, and home visits to reinforce learning at home in a comprehensive and unified program. Family literacy programs build on existing community resources and services and implement and maintain local educational partnerships for family learning.

A requirement of the 2000 U.S. Department of Education grant, "Statewide Educational Quality for Family Literacy," specified the development of Indicators of Program Quality. Beginning with the Bureau of Adult Basic and Literacy Education (ABLE)'s adult education IPQs and using the same categories, the Institute for the Study of Adult Literacy (ISAL) facilitated a work group to develop IPQs for the other components and sections. These additional IPQs adapted indicators established by Even Start, Head Start, National Center for Family Literacy and National Association for the Education of Young Children. Current research and practice related to parenting education and parent involvement were reviewed and included. After the IPQs were drafted, project staff conducted focus groups with family literacy practitioners to get feedback on usability and consistency with other accountability systems. Members of the Pennsylvania Family Literacy Consortium, comprising state-level individuals, university researchers, and local practitioners, reviewed the IPQs for language consistency and measurability as well as relevance to their agencies also serving families. At four regional training sessions in 2001, family literacy parents, partners, and practitioners provided feedback on the IPQs.

Integration with Accountability System

Most important in the development of these IPQs has been the opportunity to develop an integrated and comprehensive family literacy accountability system. The IPQs create a framework for aligning and connecting the program performance standards, statewide evaluation, and local Even Start evaluations with the program improvement system, SEQUAL, and professional development and technical assistance. Thus, programs can study their data within the context of the IPQs and identify and investigate problems related to specific quality areas in order to support ongoing program improvement. Participation in SEQUAL and in local Even Start evaluation supports these investigations. In addition, the professional development system supports programs by offering targeted training and assistance. This systemic approach to accountability and subsequent program improvement is critical for the success of family literacy in Pennsylvania.

Implementation

Tools based on the IPQs have been developed to support the accountability system. The Bureau will use an IPQ-based guide when conducting monitoring visits. Scoring components, interview questions, a scoring scale, and suggested documentation will provide a comprehensive and easy-to-use tool. Also, programs will use a similar self-assessment guide to continuously gauge effectiveness in terms of the IPQs and to identify areas for program improvement.

Definition of Terms

Components are defined by the Family Literacy Guidelines.

Adult Education — Adult Education addresses basic education skills, preparation for the GED tests, and English as a Second Language (ESL) and should be delivered in the contexts of the family, community, and work. Active learning strategies, peer collaboration, and individual work plans are designed to relate academic subjects to students' personal experiences. The component is designed so that adult learners of all abilities will be equipped to think critically and creatively, set goals, solve problems, and acquire interpersonal skills needed for effective participation in society.

Early Childhood Education — Early Childhood Education consists of early childhood and school-based curricula for children from birth to third grade. The curriculum should be based on sound early childhood principles and practices and focus on broad developmental domains in the areas of language, cognitive, physical, social, and emotional development.

Parenting Education (PE) — PE primarily occurs in a center-based setting within a group, but may be conducted by family literacy staff during home visits. The overall goal of PE is to strengthen parents' support of their young children's language and literacy development and early school success. This segment provides time, a safe place to educate and inform parents, mutual support, and advocacy services to families.

Parent and Child Together (PACT) Time — PACT Time consists of regularly scheduled sessions for parent-child interaction, where families work and play together. Center-based sessions provide ideas for transferring learning to the home. PE and PACT Time are closely connected so that the knowledge gained by parents during PE can be applied during PACT Time. PACT Time may be conducted during home visits with family literacy staff or conducted by parents without staff facilitation if documented and debriefed.

Curriculum is a written plan that includes the goals for learning; the experiences through which the goals will be achieved; what instructional staff and learners do to achieve those goals; and the materials needed to support the implementation.

Delivery systems are those various processes for delivering instruction to parents and children, including for example, center-based, home-based, large group, small group, individual (one-on-one tutoring), distance education, and computer-assisted instruction.

Developmental areas are those in which young children are expected to exhibit growth as related to their chronological age. These areas include, for example, social, emotional, cognitive, physical, and language domains.

Instructional plan is the individual family education plan developed by program staff for families, children, and adults in collaboration with learners. It results in the subsequent development of an instructional design (i.e., assessment, instructional strategies, and curriculum) to achieve the plan.

Instructional strategies are specific teaching approaches and concepts such as contextualized instruction, language experience, project-based learning, participatory education, developmentally appropriate practices, immersion (ESL), support groups and educational trips that would allow adults and children to meet their goals.

Integration of components means the connection of instruction within and across components through meaningful and consistent program messages and planning and by linking service providers to the whole family and its needs, goals, and interests, thereby providing an intensive experience about the value of education and learning.

Participants

> Adult learner is defined as the family member who is enrolled in the adult education component and can include teen parents who meet Even Start eligibility requirements.
>
> Parent is defined as the parent or other family member or guardian with the primary care-giving role who has an educational need.
>
> Child is defined as a child from birth to third grade (for Even Start Programs, children over the age of 7 may be served if schools use Title 1, Part A funds to pay a portion of the costs).
>
> Families consist of at least one parent (or primary caregiver) and one child in his/her charge who participate in all four components of a family literacy program.

Skills is defined as learned or developed aptitudes and abilities. These may include, for example, communication skills (i.e., reading, writing, speaking, listening, and emergent literacy skills) in English, numeracy, problem solving, life skills, parenting, cultural awareness, and socialization as they relate to adults and children.

Stakeholders are all organizations or individuals directly or indirectly having an interest in the literacy success of the families.

Volunteer means an unpaid person who is trained to assist in implementing ongoing program activities on a regular basis and is under the supervision of a staff person.

1. Family Outcomes and Program Accountability

Key Concept: **The program integrates the four components of family literacy to provide educational opportunities for adults and children with quality ultimately judged by family outcomes and satisfaction.**

1.1 The program has procedures and a process in place to fully integrate the four components of family literacy to maximize learning gains for its families.

1.2 The program attains or exceeds Administrative Reporting Standards, demonstrating and maintaining a high-quality information management system with the capacity to report participant outcomes and monitor program performance in all four components of family literacy, using these data for program improvement.

1.3 The program attains or exceeds Enrollment Standards, actively recruiting in the community to reach those families most in need and eligible for family literacy services.

1.4 The program attains or exceeds the Retention Standards, retaining participating families with sufficient duration and intensity to develop the knowledge and skills needed to meet their short-term and long-term educational goals.

1.5 The program attains or exceeds Program Performance Standards, demonstrating effectiveness in improving adults' and children's literacy skills.

1.6 The program measures family satisfaction by systematically gathering feedback from parents about adult education, parenting education, early childhood education, and PACT Time and uses the information to continuously improve services to all families.

1.7 The program provides flexible scheduling and other services to support families' participation in all four educational components.

1.8 The program's organizational and learning environments reflect the culture and community, language, and ethnicity of participating families.

2. Instructional System

Key Concept: **The instructional system integrates ongoing assessment, individualized instructional planning, use of appropriate curriculum frameworks, research-based instructional practices, and multiple delivery systems for adults and children.**

Assessment

2.1 Instructional staff use state-approved assessments appropriately to produce valid and reliable results in all family literacy components.

2.1A Adult Education
Adult educators select and use standardized and informal assessments to document changes in academic and life skills.

2.1B Early Childhood Education (Children from birth to age 5 years)
Early childhood educators select and use early childhood standardized assessment instruments and informal assessments to observe children's behavior and to determine children's developmental progress and school readiness.

2.1C Early Childhood Education (Children in kindergarten through grade 3)
Teachers use informal assessment measures to determine children's academic progress throughout the year.

2.1D Parenting Education
Instructional staff use informal assessments and personal/family goals as guidelines to assist parents in documenting development of the skills and knowledge necessary to support their children's development and school success, and their progress in meeting personal/family goals.

2.1E PACT Time
Instructional staff work with parents to use informal assessments and parent education goals and reflections to document their progress in applying knowledge gained in Parenting Education toward positive changes in parent-child interactions.

2.2 Instructional staff analyze results from ongoing assessments and use results to continuously guide instruction in all family literacy components.

2.2A Adult Education
Adult educators use assessment results to place adult learners within the instructional program, develop instructional activities, and update instructional plans.

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2.2B Early Childhood Education
Early childhood educators use assessment results to guide curriculum development and the learning environment; meet the developmental needs of children; design activities that support a range of developmental levels; and assist in determining if further assessments and/or early intervention measures are necessary

2.2C Parenting Education
Instructional staff use assessment results to plan instructional activities that develop parents' knowledge and skills to support their children's development and school success and to update personal/family goals.

2.2D PACT Time
Instructional staff use assessment results to develop activities that will assist parents in applying Parenting Education knowledge and to support the positive relationship between parent and child.

Planning for Instruction

2.3 Instructional staff develop instructional plans that support the learning and development of adults, children, and families.

2.3A Adult Education
Instructional staff and adult learners jointly develop, regularly evaluate, and update an instructional plan that incorporates the individual's skill levels and short- and long-term educational and employment goals, taking into account learner preferences.

2.3B Early Childhood Education
Early childhood educators develop instructional plans that take into account each child's interests, personality and temperament, skills and talents, challenges, and difficulties.

2.3C Early Childhood Education
Early childhood educators address learning preferences, teaching styles, and classroom environments to provide children with experiences and opportunities that enhance early literacy and numeracy development within the context of a developmentally appropriate early childhood program.

2.3D Early Childhood Education
Early childhood educators communicate routinely with parents about their child regarding assessment results, individualizing the program to guide curriculum development and the learning environment, and designing activities for the home setting to build parent involvement.

2.3E Parenting Education
Instructional staff and parents jointly develop, regularly evaluate, and update instructional and personal plans that incorporate personal/family goals.

2.3F PACT Time
Instructional staff and parents jointly develop, regularly evaluate, and update an educational plan that offers opportunities for families to work, play, and learn together.

Curriculum

2.4 Curriculum is based on theory, best practice, and a comprehensive review of materials; addresses the knowledge and skills in real life-contexts; and is sensitive to cultural context.

2.4A Adult Education
The program uses a curriculum that is of reasonable scope and sequence and articulates the knowledge and skills taught to encourage adult learners to become effective family members, workers, and community members.

2.4B Early Childhood Education
The program uses a curriculum that is connected to ages and stages of child development, supporting all areas of a child's physical, social, emotional, aesthetic, linguistic, and cognitive development.

2.4C Early Childhood Education
The program develops or uses curricula that include realistic goals that are attainable for most children in the age range for which the curriculum is designed, are modified to meet the children's individual developmental abilities, and meet Pennsylvania's academic standards.

2.4D Parenting Education
The program uses a curriculum that articulates the knowledge and skills parents need to support their children's development and school success and to become more effective parents, and focuses on parents' strengths.

2.4D PACT Time
The program uses a curriculum that supports literacy and language development with activities that immerse parent and child in tasks that build relationships, applying the knowledge learned from Parenting Education.

Instructional Practices and Delivery

2.5 **Programs use research-based instructional practices and multiple delivery systems for adults, families, and children.**

2.5A Adult Education
Adult educators use instructional practices based on well-articulated instructional goals to address adult learner needs and accommodate the instructional needs of a diverse student population.

2.5B Early Childhood Education
Early childhood educators connect effective teaching practices to ages and stages of child development and learning; children's strengths, interests, and needs; and the social and cultural contexts in which children live.

2.5C Parenting Education
Instructional staff use instructional practices that address parent and family needs and accommodate the parenting needs of a diverse population.

2.5D PACT Time
Instructional staff use instructional practices that incorporate multiple approaches to build positive relationships between parents and children and to support parents' application of the knowledge acquired during PACT time in family and community settings.

3. Program Leadership and Continuous Improvement

Key Concept: **Program leaders create strategies, systems, and methods for achieving excellence and demonstrate accountability to all families and stakeholders in a multi-component program.**

General Management and Planning

3.1 The program has an advisory committee, which includes parents, program staff, key partners, and representatives from community organizations, to promote and support family literacy services.

3.2 The program's strategic plan addresses concrete and comprehensive objectives to deliver family literacy services based on existing resources in the community.

3.3 The program provides staff and community partners with timely and accurate program information regarding recruitment, programming, reporting requirements, and policies.

3.4 The program leadership ensures full staff and partner participation in the continuous improvement process.

Resources

3.5 The program leadership ensures safe, comfortable, clean, and appropriate facilities and provides adequate educational resources for staff and participating families.

3.6 The program leadership secures adequate funding and financial resources to support and develop the family literacy program.

Staff

3.7 The program recruits qualified practitioners who work as a team to provide appropriate services to parents and children.

3.8 The program leadership provides regular appraisals to staff on their performance and feedback to volunteers on their service.

3.9 The program leadership is attentive to the working conditions of staff, recognizing the value of retaining qualified staff.

4. Professional Development

Key Concept: **Professional development activities contribute to well-trained administrators and practitioners, including volunteers, to insure quality educational services that maximize family outcomes.**

4.1 The program has well-trained administrators who have the knowledge and skills to effectively implement the full four components of a family literacy program.

4.2 The program has well-trained staff who have the knowledge and skills to effectively implement the full four components of a family literacy program.

4.3 The program establishes professional development plans reflecting both organizational and individual needs.

4.4 The program's volunteers receive high-quality pre-service and regular in-service training.

5. Community Collaboration and Support

Key Concept: **Through meaningful and substantive community collaboration and support, families receive seamless and integrated services that enable them to reach their educational and personal goals in an efficient and effective manner.**

5.1 Program and other family support services are coordinated with a wide variety of high quality partners providing services directly related to family literacy in the community to ensure non-duplicative and seamless services.

5.2 The program encourages cross training with community partners to ensure comprehensive inter-agency knowledge and ongoing communication.

5.3 The program participates reciprocally in activities and on committees with community agencies.

5.4 The program participates in joint planning with its partners to clarify the roles and responsibilities of their respective agencies in terms of program planning, delivery, and accountability.

Resources

General Resource

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Instructional System: Internal System Linkages, Parenting, PACT

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Mission Statement
The Bureau of Adult Basic and Literacy Education will provide effective and efficient administration of 1) the funding processes for and technical assistance and guidance to adult education and family literacy agencies which deliver the educational programs that result in quality services to adults and families in Pennsylvania, 2) the state's GED examination, and 3) professional development systems.

This publication was designed by The Pennsylvania State University College of Education Educational Technology Center.

For detailed data reports and additional information on services on family literacy services, please contact:

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